

Marketing Management

Semester Manual: Semester 1



Study year 2022-23
Version September 2022

Preface

Dear new MM Student,

We are proud to welcome you to Fontys International Business School, especially the Marketing Management programme. You are now part of our study programme and we wish you a good first semester of studies and we want to thank you for giving us your trust.

This handbook is a guide. It is created to give an overview of the first semester modules and our way of teaching. You will get more information during the first contact hours provided by your coaches and lecturers. Sources for further information are also indicated in this document.

All contents of the semester manual reflect the ideal picture of our study programme, as we have designed it for "non-corona times". We would therefore like to point out that eventual corona measures in winter 2022 could have impact on the didactics and the examination forms of the individual modules and may differ from the Semester Manual.

We look forward to an inspiring and challenging first semester with you!

With best regards,

Max Klöters

Study Programme Manager

m.kloters@fontys.nl

+31 8850 77507

Nick Poeth

Assistant Manager

n.poeth@fontys.nl

+31 8850 70090

Table of Contents

Preface	2
Marketing Management: Our philosophy	4
Overview of year one (The Propedeutic Phase)	5
Basic organisational information.....	7
Relation to the national framework	8
P11M: Marketing Process I: Introduction & Analysis	16
P12M: Marketing Projects I	24
P13M: Marketing Topics I: Consumer Behaviour	31
P14M: Marketing Topics: Creativity and presentation	37
P15M: Business & Economics I.....	45
P17M: Personal and Professional Development (PPD) I	54

Marketing Management: Our philosophy

Our Philosophy is to offer chances, and we want our students to seize them. Our education creates an environment where we support and inspire young people to achieve their very own, but fullest potential. We expect them to strive for making a difference in motivation, success and self-realization. We at Marketing Management commit ourselves to create and spread knowledge, insights, concepts, and tools to embrace and support, to stipulate and to stimulate this educational process. To help our students to cross the fragile bridge of maturing from self-satisfaction to self-realization and -dependence is one of our major goals.

Education's nature is so much more than just passive consumption. Education is the chance to evolve, and this evolution has to be triggered, carried and driven from within. Thus, ownership as personal responsibility, ambition, curiosity and passion is the cornerstone of educational success and must be lived by students and acknowledged by teachers.

We regard ownership as the very backbone of any personal success. In the first place, students excel for themselves, but nobody else. Education is voluntary, a chance to plant an important foundation for later professional life. Students try and explore, pick their chances or miss them. Ownership is freedom of choice and comes with responsibility for the results. Each perfect brick in this fundament is a personal success, each missed or weak brick might turn out to be an obstacle.

We appreciate the diversity of our learning community, continuously built on respecting individual and cultural values. Our very spirit generates a truly international outlook tackling chances and challenges of the ever-changing global business landscape; by not leaving out the opportunities on our domestic threshold.

Fundamentals of our conduct:

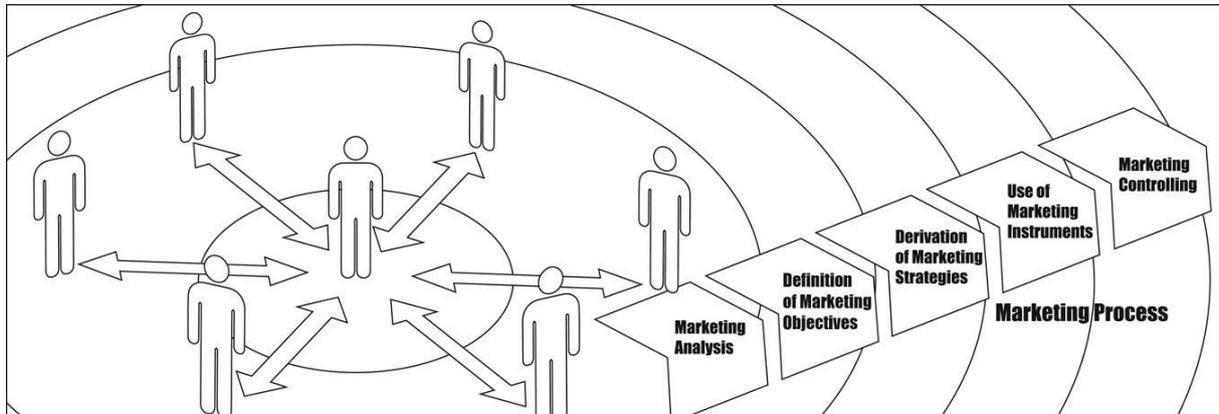
Show respect	Show enthusiasm	Be part of it	Stay open
Be positive	Dare to be vulnerable	Interact	Be on time
Be a positive example	Be honest and prepared	Meet / reach your goals	Think about the environment – act accordingly
help each other when needed	Share your knowledge with each other	Take responsibility	Be curious

Overview of year one (The Propedeutic Phase)

The first year of study is referred to as the propedeutic phase and is made up of semesters 1 and 2, each lasting 20 weeks. The courses and structure of the propedeutic phase can be found in the following table:

	Year 1	
i	Propedeutic Phase	
	Semester 1	Semester 2
Marketing Process	P 11 M Marketing Process I: Introduction & Analysis (5)	P 21M Marketing Process II: Objectives & Strategies (5)
Marketing Project	P 12 M Marketing Project I: Desk Research (5)	P 22 M Marketing Project II: Quantitative Research (5)
Marketing Topics	P 13 M Marketing Topics I: Consumer Behaviour (5)	P 23 M Marketing Topics III: Online Marketing (5)
Minor	P 14 M Marketing Topics II: Creativity & Presentation (5)	P 24 M Marketing Topics IV: Design Thinking (5)
Business & Economics	P 15 M Business & Economics I (5)	P 25 M Business & Economics II (5)
Communication & Culture	P 16 M Communication & Culture I: Foreign Language I (3)	P 26 M Communication & Culture II: Foreign Language II (2)
Personal & Professional Development	P 17 M Personal & Professional Development I (2)	P 27 M Personal & Professional Development II (3)
	30 ECTS	30 ECTS

The structure of the curriculum follows the structure of the marketing process which consists of five steps: Marketing Analysis, Marketing Objectives, Marketing Strategies, Marketing Instruments and Marketing Controlling:



Those five steps are explicitly addressed in the learning line “Marketing Process ” (P11M, P21M...). This learning line is content-wise the leading line for the whole curriculum with the first year of the curriculum covering the first three steps of the process. Semester 1 focusses the Marketing Analysis, Semester 2 Marketing Objectives and Marketing Strategies.

Next to the Marketing Process line there are six other learning lines. Those learning lines are meant to support the Marketing process and enable students to develop the necessary skills, knowledge and attitude.

P12M and P22M is the Marketing Project line in which students work in projects on different topics connected to the Marketing Process. At the same time this line can be seen as the research learning line. In their projects students acquire skills in different research methods and learn to select and apply those in the right context.

P13M and P23M is the Marketing Topics I line. In those learning arrangements students get insights in all the topics that support the Marketing Process. This line covers topics such as consumer behaviour or Online Marketing.

P14M and P24M is the Marketing Topics II line. The corresponding learning arrangements explicitly cover the skills that a marketer should acquire, e.g. creative thing, design thinking or presentations skills.

P15M and P25M is the Business and Economics line. Since Marketing is part of the economic sciences and all actions in Marketing are closely related to the business administration it is essential that Marketing experts also understand the business and economics background.

P16M and P26M is the Communication & Culture Line. Since FIBS is located in the centre of Europe and in the centre of the border area it is essential that students are able to communicate in foreign languages and understand the cultural background of people across borders. Next to the mandatory foreign language in P16 and P26 students are given the possibility to follow extra-curricular courses to acquire skills in additional languages.

P17M and P27M are the first two courses of the Personal and Professional Development line. The goal of PPD is to ensure that students develops his or her talents and is optimally prepared for the future. Details on all courses described can be found later on in this manual.

Basic organisational information

Binding Study Advice

Students are required to obtain a minimum of **45 ECTS** from the **available 60 ECTS** and achieve a “pass” for P27M within 12 months of enrolment in order to continue studies. This is the basis for the binding study advice which the student receives at the end of semester two. The official teaching and examination regulations of Marketing Management can be found [online](#)

Yearly academic calendar

For an overview of the academic calendar i.e. teaching weeks, exam weeks, public holidays, vacation and other important calendar items you can check the annual calendar on Fontys Connect (Schedules – Annual calendars).

Registration for tests

The Student Service Center (SSC) enrolls all students for the examinations of their current learning arrangements as well as for those that have been failed in the past. If a student has passed a course but wants to improve the grade, the student needs to check the News for students on Connect in order to get in touch with the SSC and follow specified procedures to enroll. Students have one chance to improve their grade if they have already passed the exam before.

Student Service Centre

The Student Service Center (SSC) offers a wide range of services for the FIBS students before, during and after their studies. Details can be found on Connect via the link:

<https://connect.fontys.nl/instituten/fibs/Services/SSC/Pages/default.aspx> or by contacting the SSC desk on campus.

Plagiarism and fraud

In higher education, plagiarism is (ethically) unacceptable. It is considered fraud. FIBS uses software programmes to detect and locate plagiarism. For further information, please see information article 37 of the OER 2021-2022, the booklet “Hoofdlijnen Auteursrecht”, and a note on plagiarism (<https://connect.fontys.nl/diensten/OenO/Paginas/Auteursrecht-en-plagiaat.aspx>).

Quality assurance

All learning arrangements shall be evaluated as of the end of the semester. At this time, an email shall be sent to you. By clicking on the hyperlink contained, the evaluation sheet may be accessed. Please, place your remarks or proposals for improvement for this learning arrangement within this web based evaluation sheet. The Quality Coordinator will then analyse the evaluation sheets. On the basis of these analyses, adaptations will be made in order to improve the learning arrangement. For any other remarks or proposals, please feel free to contact the quality assurance team of FIBS via fibs-quality@fontys.nl.

Relation to the national framework

All concerned stakeholders of Commerciële Economie in the Netherlands regularly create a common profile for all study courses of CE/Marketing Management. This profile is binding for the universities, and all universities dedicate themselves to develop study courses that have this profile as a reliable backbone. It is the starting point for each individual shaping. Being fully integrated, it is assured that the complete set of Exit Qualifications (eindkwalificaties/leerresultaten) is completely (and traceable) covered by the study course. Besides, the labor market can rely on this general foundation and the acquired qualifications of the graduates.

The latest version is valid for the period from 2018 to 2022, and relates directly to the current and future situation for Marketing and Marketing Professionals described above. Hence, the profile offers an excellent foundation for Marketing Management of FIBS.

Please find below the essences of this profile.



The graphic above has to be understood as a flexible form of a rotating disk to visualize the highly integrated Education Profile.

The central part “Market” works as an axis for the turntables “Program Learning Outcomes” and the “21st Century Skills”. These discs deliver and create insights *from* and *for* the centrally standing market. All skills can be flexibly combined and used to realize the Program Learning Outcomes. They work like a toolbox for the CEer to fulfill the core functions of modern marketing:

Set a Course: The CE Professional sets the commercial course as a seminal construction from creating a Vision, using Research Data, developing ideas, taking all stakeholders into account and integrating them, detecting and seizing chances, building bridges and being responsible. Since not working in a vacuum, the CE Professional is a go-between connecting both knowledge and people.

Create Value: The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analyzing the needs and wants of modern markets,

consumers and the planet. He draws conclusions, sets objectives and strategies. He knows the customer and his customer journey of the chosen target groups. The CE Professional is an integral part of the corporation and the community at the same time and contributes to their success.

Realization: Based on the concept developed, the CE Professional realizes a sustainable commercial product or service for existing or potential stakeholders. By suggesting creative solutions and facilitating (parts of) the implementation process, he demonstrates assertiveness and assumes (financial) responsibility in order to achieve the desired commercial results. He offers solutions, supports where necessary and acts responsible. He integrates all stakeholders, external and internal parties and knows how to react in changing environments and situations.

Business Development: The CE Professional understands the constant necessity of flow in an ever-changing business landscape. Modern Business is never a standstill, change is the only constant. The CEer analyzes and develops differentiating and/or innovative concepts and revenue models to optimize value. He thus integrates a sustainable growth and concerns of the stakeholders and acts as a far-seeing shear force.

Insights are not explicitly elaborated since they are situationally delivered for and from the market. Insight is thus an integral part of our Research Line.

To enable students to work towards the final level in a purposeful manner, MM has developed a so-called Program Learning Outcome Matrix (PLO Matrix). This breaks down the final level (starting competency) of the five Program Learning Outcomes into the previous levels, i.e. graduation competent and main phase competent. This makes it easier to link examinations to PLOs in a concrete manner and to translate learning outcomes into learning objectives for a concrete examination.

In addition, the PLO Matrix serves to clarify where the connection between PLOs and 21st century skills are: “21st Century Skills are implicitly (*in Italics*) and explicitly (**in bold and Italics**) included”.

Glossary:

At main and graduation phase competency level, we refer to “students”, at starting competency level to “CE professionals”.

For ease of reference, we refer to “he”, but “he” can also be taken to include “she”.

When referring to “products”/“product concepts”, etc., this also refers to services.

When referring to “communication”, this refers to suitable communication, both verbal and non-verbal, or online as well as offline.

When referring to “organization”, this refers to corporations, companies, units, etc.

21st century skills are implicitly (in *Italics*) and explicitly (in **bold and Italics**) included (critical faculties & problem-solving skills/*creativity/curiosity/communication/co-operation/initiative/assertiveness/adaptability/leadership/commercial awareness/conscientiousness*)

Learning Outcomes per Level

Program Learning Outcomes	Main Phase Capable	Graduation Phase Capable	Professionally Competent
<p>Set a Course: The CE Professional sets the commercial course as a seminal construction from creating a Vision, using Research Data, developing ideas, taking all stakeholders into account and integrating them, detecting and seizing chances, building bridges and being responsible. Since not working in a vacuum, the CE Professional is a go-between connecting both knowledge and people.</p>	<p>Based on thorough knowledge of marketing and a sufficient market awareness, the student can identify <i>market developments</i> and opportunities, taking into account all stakeholders.</p> <p>The student has knowledge of relevant analysis techniques and can perform these for a given <i>problem definition</i>.</p> <p>The student is able to generate insight into internal and external business relations and to map these business relations. In doing so, he initiates, <i>develops, and maintains these relationships</i>.</p> <p>The students spots and identifies cultural differences.</p>	<p>The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets.</p> <p>The student can apply the internal skills, capacities, and resources of the organization as strengths to <i>generate competitive advantages</i>.</p> <p>Through research and analysis, the student is able to generate innovative and creative product ideas and convert them into new or adapted products, <i>taking into account the consequences for the organization</i>.</p> <p>In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by <i>communicating</i> with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level</p>	<p>The CE-er is able to develop a vision with stakeholders based on commercial awareness. He looks forward, sees opportunities in international or even global markets, and has a keen eye for the competitive advantage of the organization as well as that of possible relevant partners to <i>cooperate</i> with worldwide.</p> <p>The CE-er uses research and analysis in a well-founded and transparent way to come up with new ideas that can lead to impact for the stakeholders. If this is evident, it also implies the adaptation or development of a new business model for the organization/product and/or a change strategy for the organization/product.</p> <p>When formulating the course, the CE-er is sensitive to <i>connecting</i> at a content and human level. He acts (works) as a bridge builder in this.</p>

<p>Create Value: The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analysing the needs and wants of modern markets, consumers and the planet. He draws conclusions, sets objectives and strategies. He knows the customer and his customer journey of the chosen target groups. The CE Professional is an integral part of the corporation and the community at the same time and contributes to their success.</p>	<p>The student can understand research and data from third parties and carry out routine data and market research.</p> <p>The student <i>can carry out a limited internal and external analysis based on a given problem definition.</i></p> <p>The student can generate insight into various, diverse target groups, also by spotting and identifying cultural distinctions</p> <p>The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.</p>	<p>The student can use consumer behaviour as a starting point for <i>maintaining the commercial ambitions.</i></p> <p>The student <i>can investigate and understand international market opportunities and translate them into objectives and creative ideas.</i></p> <p>The student <i>can develop, draw up, and substantiate a marketing plan.</i></p> <p>The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.</p>	<p>On the basis of the commercial course, the CE-er comes up with well-founded proposals for sustainable value creation for the customer, the organization, and society.</p> <p>The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by critically analysing and researching actual behaviour, based on which he formulates goals, means and a time frame that demonstrably lead to value creation.</p> <p>The CE-er is able to interpret, create and demonstrate the concept of value in a variety of ways and goes beyond the <i>financial-economic principles of the organization.</i></p> <p>In doing so, the CE-er takes both the perspective of the customer and the perspective of the organization into account while processing and relating to cultural differences.</p>
---	---	--	---

<p>Realization: Based on the concept developed, the CE Professional realizes a sustainable commercial product or service for existing or potential stakeholders. By suggesting creative solutions and facilitating (parts of) the implementation process, he demonstrates assertiveness and assumes (financial) responsibility in order to achieve the desired commercial results. He offers solutions, supports where necessary and acts responsible. He integrates all stakeholders, external and internal parties and knows how to react in changing environments and situations.</p>	<p>The student can identify elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options.</p> <p>The student is able to set up a simple project organization and <i>give guidance</i> when making a plan of action. He can name the basic elements of project management and generate limited insight into his own management skills.</p> <p>The student can draw up simple financial overviews.</p> <p>The student <i>can establish, develop and maintain relationships</i>, both verbally and in writing.</p> <p>The student can distinguish organizational models and generate insight into the structure of an organization. He can keep to agreements about time and the result to be delivered. The student actively participates in group processes and <i>works together collegially</i> in a professional environment. He can spot and identify cultural differences. He <i>can report</i> in a clear and structured way, taking into account the correct use of language and using modern, adequate means. He can give a short <i>descriptive presentation</i>.</p>	<p>The student can design an action plan to achieve the marketing objectives.</p> <p><i>Together with others</i>, the student can analyse changes for all functional areas of the organization from a general <i>marketing problem definition</i> and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able <i>to account</i> for his own choices with regard to the plan and to monitor and adjust the progress.</p> <p>The student can draw up a concrete sales, account, or supplier plan including financial accountability.</p> <p>The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.</p> <p>The student can <i>work in a result-oriented way</i> within an organization and <i>initiates</i> his own work paths. He is active in setting goals and <i>participates in working agreements</i>.</p> <p>The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.</p>	<p>The CE-er takes the <i>initiative</i> to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties.</p> <p>He is able to <i>manage</i> the execution process as a whole or in parts and to coordinate the activities of the parties involved in order to arrive at a desired commercial product or service.</p> <p>He has learned to achieve maximum effect within the budget.</p> <p>He is <i>enterprising</i> and investigates <i>innovative</i> and sustainable solutions.</p> <p>He has an overview of tasks and is able to <i>communicate</i> well. This communication is aimed at the commitment of stakeholders. He has the ability <i>to connect</i> the interests of different parties and to allow stakeholders to recognise their own interests in the result while processing and relating to cultural differences.</p> <p>He pays attention to details and completes the task at hand. He is able to work towards the result <i>under high pressure and within deadlines</i>.</p>
---	---	---	---

<p>Business Development: The CE Professional understands the constant necessity of flow in an ever-changing business landscape. Modern Business is never a standstill, change is the only constant. The CEer analyses and develops differentiating and/or innovative concepts and revenue models to optimize value. He thus integrates a sustainable growth and concerns of the stakeholders and acts as a far-seeing shear force.</p>	<p>The student can use basic skills to understand and explain a business model.</p> <p>The student can take stakeholders and the organization into account. The student has insight into innovations and/or changes.</p> <p>The student can develop concepts at a limited level based on market data and developments.</p> <p>The student has knowledge of the basic business tools for communication and has first insights into how to communicate in a multi-cultural business environment.</p> <p>The student can describe and analyze the organization and economic environment in order to put together a simple earnings model.</p>	<p>The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated.</p> <p>The student can generate innovative and creative product ideas and develop product concepts in complex situations.</p> <p>The student can justify the choices made to his own organization (management) and to customer relations.</p> <p>The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).</p>	<p>Given the commercial strategy and the value creation the CE-er is capable of obtaining his commercial goals from the market.</p> <p>The CE-er has the ability to translate insight into stakeholders and the organization into concepts that create value. The CE-er can anticipate and/or initiate an innovation or change.</p> <p>The CE-er has insight into innovative market developments worldwide and can develop concepts in a business model.</p> <p>The CE-er has an eye for different interests and can create support. For this to happen, he must be able to communicate well backed by his intercultural competence.</p> <p>The CE-er knows the own strength of the organization and can also involve potential partners. He ensures a supported concept and revenue model with sustainable value for all stakeholders.</p>
---	--	--	---

<p>Insight: The CE-er contributes solutions to a practical problem by systematically carrying out research that leads to advice consisting of concrete recommendations and/or a concrete implementation plan for the client. He does this with a critical research attitude, using recognized theories, models and methods and by collecting and analyzing relevant data.</p>	<p>The student can carry out a practical research project <i>in collaboration</i> with others, based on a given problem definition.</p> <p>The student is able to find relevant sources.</p> <p>The student can <i>collect</i> and process relevant data based on prescribed theories, models and methods.</p> <p>The student can <i>present</i> the most important research results.</p> <p>The student can define what is meant by an <i>investigative</i> attitude and matching behavior.</p> <p>The student is capable of (linearly) following a pre-structured and therefore rather modestly complex research process.</p>	<p>In consultation with the instructor, the student can describe the practical problem, as well as the causes and effects of the problem.</p> <p>The student can independently carry out a moderately complex research project.</p> <p>The student can search for specific sources (including international professional literature) and <i>determine the relevance and credibility of the sources found</i>.</p> <p>The student can collect and analyze data based on selected theories, models and methods.</p> <p>The student can justify research results to the client on the basis of a report and/or presentation.</p> <p>The student can show <i>an investigative attitude with appropriate behavior</i>.</p> <p>The student is, coached by a lecturer, capable of <i>iteratively (i.e.: non-linearly) moving in a mildly complex research process</i>.</p>	<p>On the basis of a practical problem, the CE-er can independently <i>define and justify a problem definition, research questions and objective</i>.</p> <p>The CE-er can independently carry out a complex research project, if relevant with an international perspective.</p> <p>The CE-er can <i>justify</i> his choice of sources, theories, models, and methods.</p> <p>The CE-er can thoroughly and systematically collect and analyze data he has obtained.</p> <p>The CE-er can <i>critically</i> reflect on the quality of data.</p> <p>The CE-er can present specific advice and the resulting implications for the client.</p> <p>The CE-er can <i>critically</i> reflect on his own research attitude and research behavior.</p> <p>The CE-er is largely independently capable of <i>iteratively (i.e.: non-linearly) moving</i> in a comprehensive and complex research process.</p>
--	---	---	---

The relationship between the learning outcomes, the course of the propedeutic phase and the form in which the learning goals and learning outcomes are assessed can be found in the following table:

Format LO en Credits FIBS International Marketing (Commerciële Economie)								
Curriculum Propedeuse International Marketing (PIM)	Leeropbrengsten					Toetsvorm	Credits	
	KB	WC	BD	R	I			
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht								
Propedeuse semester 1								
P11M Marketing Process I: Introduction & Analysis	X	X		X	X	Kennisstoets/Casustoets	5	
P12M Marketing Project I: Desk Research	X	X	X	X	X	Onderzoeksopdracht	5	
P13M Marketing Topics I: Consumer Behaviour	X	X				Kennisstoets/Casustoets	5	
P14M Marketing Topics II: Creativity & Presentation			X	X	X	Vaardigheidstoets	5	
P15M Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Kennisstoets/Casustoets	5	
P16M Communication & Culture I: Foreign Language I	X	X	X	X		Vaardigheidstoets	3	
P17M Personal & Professional Development I	X	X	X	X	X	Portfolio-Assessment	2	
Totaal Leeropbrengsten/Credits	6	6	5	6	4		30	
Propedeuse semester 2								
P21M Marketing Process II: M-Objectives & Strategies	X	X		X	X	Kennisstoets/Casustoets	5	
P22M Marketing Project II: Quantitative Research	X	X	X	X	X	Onderzoeksopdracht	5	
P23M Marketing Topics III: Online Marketing			X	X		Projectopdracht	5	
P24M Marketing Topics IV: Design Thinking			X	X	X	Vaardigheidstoets	5	
P25M Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Kennisstoets/Casustoets	5	
P26M Communication & Culture II: Foreign Language II	X	X	X	X		Vaardigheidstoets	2	
P27M Personal & Professional Development II	X	X	X	X	X	Portfolio-Assessment	3	
Totaal Leeropbrengsten / Credits	5	5	6	7	4		30	
Totaal Leeropbrengsten/Credits propedeuse	11	11	11	13	8		60	

P11M: Marketing Process I: Introduction & Analysis

	English	Dutch	German
ProgRESS-code	P11ME22	P11MN22	P11MD22
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

Marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others. The heart of your business success lies in its marketing. Most aspects of your business depend on successful marketing. This learning arrangement provides a short overview and introduction of the marketing process as a basic framework. The main focus then is put on the first step of the marketing process: the marketing analysis. It is important to be aware of the main trends of the macro environment. Afterwards the definition of the relevant market is necessary to delineate the scope of the market which is going to be assessed the level of dominance of certain firms or undertaking. Therefore, the analysis of the market itself (micro environment) and the analysis of the company (internal analysis) are crucial to be able to describe - and later on to take advantage of - the company's strengths and weaknesses and to be aware of the opportunities and threats given by the external environment. The analytical part is the starting point for all further strategic (and tactical) decisions in the following steps of the marketing process. Thus, this learning arrangement covers important analytical tools and market ratios.

Relationship to HBO-Bachelor level

The course contributes to the HBO-Bachelor level as a marketer needs a sufficient market awareness to identify the market developments and opportunities, taking into account all stakeholders. Based on a systematically carried out analysis in a transparent way the marketer gets profound knowledge of the environment, the market and the company itself – and the suitable analytical tools are covered in this course.

Didactic methods

The LA consists primarily of interactive lectures (theory) connected with topic-referred, practice-oriented exercises and self-study time. This work form has been consciously selected due to the fact that marketing analysis is a rather complex topic. Students have to learn the basic framework of the marketing process and how to analyse trends, the market and the company. Especially in the self-study time the student should deepen the theoretical knowledge to be able to describe the different tools and apply the knowledge to practical examples.

Overview of learning outcomes in this LA

KB: Koers bepalen / Determining ambitions

- Based on thorough knowledge of marketing and a sufficient market awareness, the student can identify market developments and opportunities, taking into account all stakeholders.
- The student has knowledge of relevant analysis techniques and can perform these for a given problem definition.

WC: Waarde creëren / Creating values

- The student can carry out a limited internal and external analysis based on a problem definition.

R: Realiseren / Achieve

- The student can identify elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options.

I: Inzicht / Insight

- The student is able to find relevant sources.
- The student can collect and process relevant data based on prescribed theories, models and methods.

Course goal in relation to the learning outcomes

The student can

- explain the term “marketing”, illustrate the basic settings of the marketing concepts and name the different elements of the marketing process
→ This learning goal refers to **R: Realiseren / Achieve**

The student can assess the three layers of the marketing environment and is able to analyse and differentiate them. Thus, the student can

- name the most recent and important trends and conduct a trend analysis (DE/STEP analysis) in the context of the macro environment / external analysis
→ This learning goal refers to **KB: Koers bepalen / Determining ambitions**
WC: Waarde creëren / Creating values and **I: Inzicht / Insight**
- in line with the micro environment / external analysis demarcate the relevant market and describe the market with prevalent market ratios; conduct a competitive analysis and explain the Porter’s five forces analysis to determine the competitive intensity
→ This learning goal refers to **KB: Koers bepalen / Determining ambitions**
WC: Waarde creëren / Creating values and **I: Inzicht / Insight**
- analyse the strengths and weaknesses of the company in line with the internal analysis (for example using the value chain analysis or resource analysis)
→ This learning goal refers to **WC: Waarde creëren / Creating values** and **I: Inzicht / Insight**
- develop a SWOT analysis in a given context
→ This learning goal refers to **KB: Koers bepalen / Determining ambitions**
WC: Waarde creëren / Creating values and **I: Inzicht / Insight**

Examination

Examination form (written, oral, report, other)	Written exam (Kennistoets / Casustoets)
Duration of examination	1,5 hour (90 minutes)
Examination period	Exam period as indicated in FIBS calendar
What will be examined?	The learning goals stated above
Specific examination criteria	Students will get questions in order to test the theoretical knowledge of the subject and their ability to apply these aspects to the work practice.

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

Re-examination

The retake exam follows the same rules as the regular exam, so see the information stated above.

Literature

(most recent edition)

English Stream

Author	Title	Compulsory	Secondary
Philip Kotler & Gary Armstrong	Principles of Marketing, 17th Edition, Global Edition, Pearson Education Limited. ISBN 10: 1-292-22017-1 ISBN 13: 978-1-292-22017-8	x	
Isobel Doole & Robin Lowe	International Marketing Strategy, 6th Edition, Cengage Learning. ISBN: 978-1-4080-4407-0		x
Philip Kotler, Hermawan Kartajaya & Iwan Setiawan	Marketing 4.0 Moving from Traditional to Digital, John Wiley & Sons. ISBN: 978-1-119-34120-8		x

Dutch Stream

Author	Title	Compulsory	Secondary
De Gouw et al	Strategische en operationele marketingplanning- Kernstof B, 6 ^e druk	x	
Alsem & Kostelijk	Strategische marketingplanning, 7 ^e druk		x
Frambach & Nijssen	Marketingstrategie, 6 ^e druk		x
Kotler & Armstrong	Principes van marketing, 7 ^e druk		x
Verhage	Grondslagen van de marketing, 8 ^e druk		x
Vosmer & Smal	Marketing Kernstof opgaven, 8 ^e druk		x

German Stream

Author	Title	Compulsory	Secondary
Runia, Peter/ Wahl, Frank/ Geyer, Olaf/ Thewißen, Christian	Marketing. Prozess- und praxisorientierte Grundlagen	x	
Meffert, Heribert/ Burmann, Christoph/ Kirchgeorg, Manfred/ Eisenbeis, Maik	Marketing. Grundlagen marktorientierter Unternehmensführung		x
Kotler, Philip/ Armstrong, Gary/ Harris, Lloyd C./ Pearcy Nigel	Grundlagen des Marketing		x
Scharf, Andreas/ Schubert, Bernd/ Hehn, Patrick	Marketing - Einführung in Theorie und Praxis		x
Becker, Jochen	Marketing-Konzeption. Grundlagen des strategischen und operativen Marketing-Managements		x
Bruhn, Manfred	Marketing		x
Kotler, Philip/ Keller, Kevin Lane/ Opresnik, Marc Oliver	Marketing-Management		x
Esch, Franz-Rudolf/ Herrmann, Andreas/ Sattler, Henrik	Marketing - Eine managementorientierte Einführung		x
Kotler, Philip/ Armstrong, Gary	Principles of Marketing (European Edition)		x
Brassington, Frances/ Pettitt, Stephen	Essentials of Marketing		x
Drummond, Graeme/ Ensor, John	Strategic Marketing		x

Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹	22,5
Tutorials ²	15
Self-study ³	101
Examination	1,5
Total 5 ECTS for this course	140

¹ Lectures have a maximum of 90 students.

² Tutorials are lectures for a group of maximum 30 students.

³ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

Programme

This semester consists of 15 education weeks.

Week schedule English

LW ⁴	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction – Concepts and definitions of marketing	Repetition of lecture content, practice-oriented exercises of L1	2,5
L2	Marketing Process – Analysis – Objectives and Strategy	Repetition of lecture content, practice-oriented exercises of L2	2,5
L3	Marketing Process – Introduction of marketing mix elements	Repetition of lecture content, practice-oriented exercises of L3	2,5
L4	Marketing Process – A complete plan of action	Repetition of lecture content, practice-oriented exercises of L4	2,5
L5	Marketing Analysis – Levels of marketing analysis – Introducing stakeholder concepts, environmental (macro/micro), Mega trend analysis	Repetition of lecture content, practice-oriented exercises of L5	2,5
L6	Marketing Analysis – environmental – macro/micro and Mega trend Analysis	Repetition of lecture content, practice-oriented exercises of L6	2,5
L7	Marketing Analysis – environmental analysis – DESTEP / PESTEL	Repetition of lecture content, practice-oriented exercises of L7	2,5
L8	Marketing Analysis – environmental analysis – DESTEP / PESTEL	Repetition of lecture content, practice-oriented exercises of L8	2,5
L9	Marketing Analysis – environmental analysis – market demarcation – important KPIs of market analysis	Repetition of lecture content, practice-oriented exercises of L9	2,5
L10	Marketing Analysis – macro environmental analysis – horizontal and vertical competition – market and industry life cycle, categories of competition	Repetition of lecture content, practice-oriented exercises of L10	2,5
L11	Marketing Analysis – micro environmental analysis – competitor analysis – scoring model and its usage	Repetition of lecture content, practice-oriented exercises of L11	2,5
L12	Marketing Analysis – micro environmental analysis – Industry analysis according to Porters Five Force Model	Repetition of lecture content, practice-oriented exercises of L12	2,5
L13	Marketing Analysis – micro environmental analysis – Industry analysis according to Porters Five Force Model	Repetition of lecture content, practice-oriented exercises of L13	2,5

⁴ LW = lesson week.

L14	Marketing Analysis – Resource based view – value chain – McKinsey 7-S model	Repetition of lecture content, practice-oriented exercises of L14	2,5
L15	Marketing Analysis – SWOT and Key Issue Matrix or the TOWS matrix	Repetition of lecture content, practice-oriented exercises of L15	2,5

Week schedule Dutch (t.v.t.)

LW⁵	Subject/Learning goal	Self-study for next class	Contact hours
L1	Basisbegrippen in het vakgebied marketing	Bestuderen inhoud L1, voorbereiden L2	2,5
L2	Basisbegrippen in het vakgebied marketing	Bestuderen inhoud L2, voorbereiden L3	2,5
L3	Basisbegrippen in het vakgebied marketing	Bestuderen inhoud L1, L2 en L3	2,5
L4	Basisbegrippen in het vakgebied marketing (toepassing)	Maken toepassingsopdracht blok 1 basisbegrippen in vakgebied marketing	2,5
L5	Basisbegrippen in het vakgebied marketing (bespreken toepassing)	Vorbereiden analyse van de externe omgeving	2,5
L6	Analyse van de externe omgeving	Bestuderen inhoud L6, voorbereiden L7	2,5
L7	Analyse van de externe omgeving	Bestuderen inhoud L6 en L7	2,5
L8	Revisieweek	Revisie L1 t/m L7	2,5
L9	Analyse van de externe omgeving (toepassing)	Maken toepassingsopdracht blok 2 analyse van de externe omgeving	2,5
L10	Analyse van de externe omgeving (bespreken toepassing)	Vorbereiden analyse van de interne omgeving: organisatie	2,5
L11	Analyse interne omgeving: organisatie	Bestuderen inhoud L11, voorbereiden L12	2,5
L12	Analyse interne omgeving: organisatie	Bestuderen inhoud L11 en L12	2,5
L13	Analyse interne omgeving: organisatie (toepassing)	Maken toepassingsopdracht blok 3 analyse van de interne omgeving	2,5
L14	Analyse interne omgeving: organisatie (bespreken toepassing)	Vorbereiden L15 het formuleren van nieuw strategisch beleid	2,5
L15	Het formuleren van nieuw strategisch beleid en Q&A	Vorbereiden examen	2,5

⁵ LW = lesson week.

Week schedule German

LW⁶	Subject/Learning goal	Self-study for next class	Contact hours
L1	Einführung und Begriffsdefinition Marketing	Repetition of lecture content, practice-oriented exercises of L1	2,5
L2	Der Marketingprozess: Vorstellung der Phasen des Marketingprozesses (Analyse – Ziele – Strategie)	Repetition of lecture content, practice-oriented exercises of L2	2,5
L3	Der Marketingprozess: Vorstellung der Phasen des Marketingprozesses (Marketing-Mix)	Repetition of lecture content, practice-oriented exercises of L3	2,5
L4	Der Marketingprozess: Vorstellung der Phasen des Marketingprozesses (Marketingprozess an einem Beispiel durchspielen)	Repetition of lecture content, practice-oriented exercises of L4	2,5
L5	Die Marketinganalyse: Ebenen der Marketing-Analyse; Exkurs Stakeholder-Konzept; Die Umwelt / Makroanalyse / Megatrends (1)	Repetition of lecture content, practice-oriented exercises of L5	2,5
L6	Die Marketinganalyse: Die Umwelt / Makroanalyse / Megatrends (2)	Repetition of lecture content, practice-oriented exercises of L6	2,5
L7	Die Marketinganalyse: Die Umwelt / Makroanalyse / Trends - DESTEP-Analyse (1)	Repetition of lecture content, practice-oriented exercises of L7	2,5
L8	Die Marketinganalyse: Die Umwelt / Makroanalyse / Trends - DESTEP-Analyse (2)	Repetition of lecture content, practice-oriented exercises of L8	2,5
L9	Die Marketinganalyse: Der Markt / Mikroumwelt - Abgrenzung des relevanten Markts; wichtige Kennzahlen zur Marktbeschreibung	Repetition of lecture content, practice-oriented exercises of L9	2,5
L10	Die Marketinganalyse: Der Markt / Mikroumwelt - Marktlebenszyklus; Wettbewerbskategorien	Repetition of lecture content, practice-oriented exercises of L10	2,5
L11	Die Marketinganalyse: Der Markt / Mikroumwelt - Konkurrenzanalyse – Scoringmodell / Nutzwertanalyse	Repetition of lecture content, practice-oriented exercises of L11	2,5
L12	Die Marketinganalyse: Der Markt / Mikroumwelt - Branchenstrukturanalyse (Porter`s 5 Forces)	Repetition of lecture content, practice-oriented exercises of L12	2,5
L13	Die Marketinganalyse: Der Markt / Mikroumwelt - Branchenstrukturanalyse (Porter`s 5 Forces)	Repetition of lecture content, practice-oriented exercises of L13	2,5

⁶ LW = lesson week.

L14	Die Marketinganalyse: Das Unternehmen / Unternehmensanalyse - Wertketten- u. Ressourcenanalyse, McKinsey 7-S-Modell	Repetition of lecture content, practice-oriented exercises of L14	2,5
L15	Die Marketinganalyse: SWOT und Key Issue Matrix	Repetition of lecture content, practice-oriented exercises of L15	2,5

Quality assurance

The evaluations of the LA showed that the LA was properly assessed, however, adaptations are continuously been made as e. g. new example were added.

P12M: Marketing Projects I

	English	Dutch	German
ProgRESS-code	P12ME22	P12MN22	P12MD22
Lectures involved	Please, refer to the current schedules		
Study load / ECTS	140 SBU / 5 ECTS		

Brief description

In Marketing Projects I, students will experience the basics of marketing research by analysing the macro business environment. They will carry out desk research, and discover how external developments can affect a business or industry. Students will apply a model for external analysis to several practical cases. Moreover, they will be familiarized with guidelines for reporting.

Case studies are carried out in groups, and prepare students for their individual work; the individual report. Depending on the case at hand, students will gather the necessary information from the external macro environment, and present it in class.

Individually, students will carry out a full macro environment analysis, and apply it to an industry of choice. The student then argues how certain external developments might affect that industry, now or in the near future.

Relationship to HBO-Bachelor level

The P12M course contributes to the following (level 3) PLOs:

PLO Insight (level 3 indicators):

- On the basis of a practical problem, the CE-er can independently define and justify a problem question, research questions and research aim.
- The CE-er can independently carry out a complex research project.
- The CE-er can justify his choice of sources, theories, models, and methods.
- The CE-er can systematically collect and analyse the data obtained.
- The CE-er can critically reflect on the quality of data.
- The CE-er can present specific advice and the resulting implications for the client.
- The CE-er can critically reflect on his own research attitude and research behaviour.

PLO Determining ambitions (level 3 indicator):

- The CE-er is able to develop a vision with stakeholders based on commercial awareness. He looks forward, sees opportunities in the market, and has a keen eye for the competitive advantage of the organization as well as that of possible relevant partners to cooperate with.

PLO Value creation (level 3 indicator):

- The CE-er chooses his target group based on research and analysis. He learns to understand his customer and its customer journey by critically analysing and researching actual behaviour. Based on this, he determines goals, resources, and time frame that clearly lead to value creation.

PLO Business development (level 3 indicator):

- The CE-er has an eye for different interests and can create support. For this to happen, he must be able to communicate well, both verbally and in writing.

PLO Achieve (level 3 indicators):

- The CE-er takes the initiative to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties.
- The CE-er is able to manage the execution process as a whole or in parts and to coordinate the activities of the parties involved in order to arrive at a desired commercial product or service.

Didactic methods

For P12M, a block of three lecture hours is schedule. The teaching method is a mixture of tutorials, workshops and case studies. The tutorials offer the basics of marketing research, and also emphasize the practical application of macro environment analysis to practical cases provided in class. In order to be well-prepared for each case, students need to self-study and familiarize themselves with the subject under study, each week (e.g. demographic or economical influences). By carrying out cases, students will practice for their individual reports. For a more detailed weekly planning, see below. Lecture weeks 11-14 are reserved for individual coaching. Students who wish to make use of individual consultation will have to sign up for a particular time slot. All students have to sign up at least once. This will be registered by the lecturer.

Overview of learning outcomes in this LA

Course goals related to PLO Insight (level 1 indicators):

- In collaboration with others, the student can carry out a practical research project, based on a given problem.
- The student is able to find relevant sources.
- The student can collect and process relevant data based on prescribed theories, models and methods.
- The student can present the most important research results.
- The student can define what is meant by a research attitude and matching behaviour.

Course goal related to PLO Determining ambitions (level 1 indicators):

- Based on basic marketing knowledge and a sufficient market awareness, the student can identify market developments (opportunities and threats) for a company.

Course goals related to PLO Value creation (level 1 indicators)

- The student can understand research and data from third parties and carry out a simple routine marketing research.
- The student can carry out a limited external analysis based on a given problem.

Course goal related to PLO Business development (level 1 indicators)

➤ The student has first insights into how to communicate in writing in a business environment.
<u>Course goal related to PLO Achieve (level 1 indicators)</u>
➤ The student is able to manage a simple project and draw up a plan of action that enhances project management.

Course goal in relation to the learning outcomes

<p>The main aims of P12M are to;</p> <ul style="list-style-type: none"> - introduce students into the subject of marketing research (projects) - equip students to the extent that they can carry out desk research on macro environment - demonstrate to students what databases are available for finding relevant sources - familiarize students with an international standard for scientific writing (i.e. Harvard) - familiarize students with the IM-standard for report writing <p>These aims align with the learning outcomes of the course, as stated in the box above.</p>
--

Examination

Examination form (written, oral, report, other)	Students have to submit an individual report in LW15. This individual report consisting of maximum 4000 words (amount of words should be indicated on title page), written in Times New Roman 12, with 1.5 line spacing, in Harvard style, using double-sided printing. The report should be structured in accordance with the guidelines (for specific guidelines on report structure, see: below). The individual report is assessed on a 1 -10 scale, using the assessment form as published on the P12M portal.
Duration of examination	n/a
Examination period	The deadline for submitting the individual report is set on Monday, 12 December (23.59.59hrs), in lecture week 15.
What will be examined?	<p>The individual report will be assessed. This report should consist of three elements; front matter, core text; end matter.</p> <p><u>Front matter:</u> This should include:</p> <ul style="list-style-type: none"> - Cover - Title page - Summary - Preface - Table of content - List of tables / figures - List of abbreviations <p><u>Core text:</u> This should include:</p> <ul style="list-style-type: none"> - Introduction - Industry description - Theoretical framework - Analysis of macro environment. - Conclusions & recommendations

	<ul style="list-style-type: none"> - Critical appraisal (For a template, see portal P12M) <p><u>End matter:</u></p> <ul style="list-style-type: none"> - Glossary - References - List of appendices (if applicable) - Appendices - Statement of Authenticity
Specific examination criteria	<p>Assessment of the individual report consists of two different parts:</p> <p><u>Part A:</u> Research (determines 50% of the final grade).</p> <p><u>Part B:</u> Reporting (determines 50% of the final grade)</p> <p>More details are to be found in the assessment form (see: portal P12M). In order to pass this course, the student needs a final grade of at least 5,5 (on average).</p>

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

Re-examination

The individual report can fail on either one or both part(s); Part A (content) and/or Part B (reporting). The student needs to repair the insufficient part(s) after having received feedback from the lecturer. The student will have 10 working days to repair the report, starting on the first working day after feedback is provided by the lecturer. The total maximum grade for the repaired report is 5,5.

Literature

English Stream

Author	Title	Compulsory	Secondary
White, B. (2003)	Dissertation Skills: For Business and Management Students.	X	

Dutch Stream

Author	Title	Compulsory	Secondary
Weselby, J.M. (2014)	Citations Made Simple: A Student's Guide to Easy Referencing. Vol II: The Harvard Format. (E-book)	X	
De Bont, A. (2014)	Doing In-Company Research Projects: A Step by Step Approach.		X

German Stream

Author	Title	Compulsory	Secondary
Theisen, M.R. (2017)	Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor- und Masterarbeit (17. Auflage)	X	

Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials ⁷	12,5
Consultation hours ⁸	10
Peer feedback	6,5
Project work	105,5
Workshop	5,5
Total 5 ECTS for this course	140

⁷ Tutorials are lectures for a group of maximum 30 students.

⁸ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW ⁹	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off / Introducing the course	Read manual, buy necessary course materials; get ready!	2 hours, 30 minutes
L2	Explanation of marketing research process / Defining the marketing problem, question(s) & aim of the project / Introduction to desk research	Formulate the industry description, the problem question(s), and aim of this project (draft version).	2 hours, 30 minutes
L3	Workshop 1: Finding relevant sources of industry information (provided by MMC)	Formulate the industry description, the problem question(s), and aim of this project (draft version).	2 hours, 30 minutes
L4	Report Writing: Source referencing, structure, formalities, etc.	Formulate the industry description, the problem question(s), and aim of this project (draft version).	2 hours, 30 minutes
L5	Report Writing: Source referencing, structure, formalities, etc.	Read source on Harvard citation style (specified in class). Read report structure guidelines on portal	2 hours, 30 minutes
L6	Discussing industry description as well a project description in groups.	Revise industry description as well as the project description	2 hours, 30 minutes
L7	Workshop 2: Finding relevant scientific sources	Conducting desk research and composing a theoretical framework Start writing the report (theory) Working on case studies in groups	2 hours, 30 minutes
L8	Evaluation week	Tutorial	2 hours, 30 minutes
L9	Presentation of case 1 by students and discussion	Read about demographic, economic and socio-cultural developments. What kind of factors come into play? Start writing the report (analysis)	2 hours, 30 minutes
L10	Presentation of case 2 by students and discussion	Read about technological, ecological and political developments. What kind of factors come into play? Start writing the report (analysis)	2 hours, 30 minutes
L11	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L12	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes

⁹ LW = lesson week.

L13	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L14	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L15	Finalize and submit report	Finalize and submit the individual report. Deadline: Monday, 12 December 2022, 23.59.59hrs	2 hours, 30 minutes

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

The course was evaluated very well. Nevertheless, the number of case studies will be reduced and the individual feedback will be further intensified.

P13M: Marketing Topics I: Consumer Behaviour

	English	Dutch	German
ProgRESS-code	P13ME22	P13MN22	P13MD22
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours/5 ECTS		

Brief description

The basic concept of marketing includes a systematic market and consumer orientation. The customer or the customer target group forms the point of departure for every marketing concept. International marketing science therefore strives to research and investigate details about the consumer as well as his purchasing behaviour. Today, many marketing decisions are taken based on the research on consumer behaviour. Findings of the international, especially US-American influenced behavioural science are the starting point for product development process up to the communication with the end-consumer. Thus, this learning arrangement focusses on mental and social aspects of consumer behaviour and their meanings and effects on all areas in marketing practice. The topic can be characterized by a high degree of interdisciplinary of different scientific approaches. Emphasis is put on the relations between economic science and psychology as well as sociology.

Relationship to HBO-Bachelor level

The course contributes to the HBO-Bachelor level as a marketer needs the abilities and knowledge about consumer behaviour in order to adapt the marketing concept to the consumer needs. The consumer needs to be in the focus of all marketing decisions.

Didactic methods

The LA consists primarily of interactive lectures (theory) connected with topic-referred, practice-oriented exercises and self-study time. This work form has been consciously selected due to the fact that consumer behaviour is a rather complex topic. Students have to learn how to connect, analyse and draw conclusions out of the interdisciplinary matters. In order to follow the course and to consolidate the knowledge, students have to prepare and follow-up on the class materials in their self-study hours.

Overview of learning outcomes in this LA

KB: Set a Course

Based on thorough knowledge of marketing and a sufficient market awareness, the student can identify market developments and opportunities, taking into account all stakeholders.

The student has knowledge of relevant analysis techniques and can perform these for a given problem definition.

The students spots and identifies cultural differences.

WC: Create Value

The student can understand research and data from third parties and carry out routine data and market research.

The student can generate insight into various, diverse target groups, also by spotting and identifying cultural distinctions

The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.

Course goal in relation to the learning outcomes

The student can distinguish activating processes including the methods to measure these aspects and apply the knowledge to new practice settings

This learning goal refers to KB: Set a Course & WC: Create Value

The student can distinguish cognitive processes including the methods to measure these aspects and apply the knowledge to new practice settings

This learning goal refers to KB: Set a Course & WC: Create Value

The student can interpret the physical, the social as well as the media environment of consumers and plan actions accordingly. The student can transform the multidisciplinary knowledge to buying roles and the different stages of the consumer buying process

This learning goal refers to KB: Set a Course & WC: Create Value

Examination

Examination form (written, oral, report, other)	Written exam (kennis-/casus toets)
Duration of examination	1,5 hours (90 minutes)
Examination period	Exam period as indicated in FIBS calendar
What will be examined?	The learning goals stated above
Specific examination criteria	Students will get questions in order to test the theoretical knowledge of the subject and their ability to apply these aspects to the work practice.

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

Re-examination

The retake exam follows the same rules as the regular exam, so see the information stated above.

Literature

(most recent edition)

English Stream

Author	Title	Compulsory	Secondary
Schiffman, L.G./ Wisenblit, J.L.	Consumer Behavior	x	
Solomon, M./ Bamossy, G., Askegaard, S./ Hogg, M.	Consumer Behaviour: A European Perspective	x	
Hoyer, W.D./ MacInnis, D.J./ Pieters, R.	Consumer Behavior		x

Dutch Stream

Author	Title	Compulsory	Secondary
Nederstigt, Jeske / Theo Poiesz	Consumentengedrag	x	
Gerbrand Rustenburg / Ton de Gouw / Allert de Geus	Strategische en operationele marketingplanning		x

German Stream

Author	Title	Compulsory	Secondary
Kroeber-Riel, Werner/ Andrea Gröppel-Klein	Konsumentenverhalten	x	
Foscht, Thomas/ Bernhard Swoboda/ Hanna Schramm-Klein	Käuferverhalten	x	
Solomon, Michael	Konsumentenverhalten		x
Hoffmann, Stefan/ Akbar Payam	Konsumentenverhalten		x
Scharf, Andreas/ Bernd Schubert/ Patrick Hehn	Marketing. Einführung in Theorie und Praxis		x
Scheier, Christian/ Dirk Held	Wie Werbung wirkt. Erkenntnisse des Neuromarketing		x
Frey, Ulrich Dirk/ Gabriele Hunstiger/ Peter Dräger	Shopper-Marketing		x
Trommsdorff, Volker/ Thorsten Teichert	Konsumentenverhalten		x
Schiffman, Leon/ Leslie Kanuk	Consumer Behavior, Global Edition		x
Solomon, M./ Bamossy, G., Askegaard, S./ Hogg, M.	Consumer Behaviour: A European Perspective		x

Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures	37,5
Self-study	101
Examination	1,5
Total 5 ECTS for this course	140

Programme

The semester consists of 15 education weeks.

Week schedule English

LW ¹	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction to consumer behaviour (interdisciplinary approach)	Repetition of lecture content, practice-oriented exercises of L1	2,5
L2	Consumers in the marketplace and as an Individual	Repetition of lecture content, practice-oriented exercises of L2	2,5
L3	The Psychological Core (<i>Activating processes</i>) (motivation, memory, attitudes)	Repetition of lecture content, practice-oriented exercises of L3	2,5
L4	How Consumer see the world and themselves (<i>Activating processes</i>) (perception, self)	Repetition of lecture content, practice-oriented exercises of L4	2,5
L5	How Consumer see the world and themselves (<i>Activating processes</i>) (lifestyles, values, personality)	Repetition of lecture content, practice-oriented exercises of L5	2,5
L6	The Consumer as an Individual (<i>Activating processes</i>) (perception, learning, attitude)	Repetition of lecture content, practice-oriented exercises of L6	2,5
L7	Cognitive processes (memory system, perception, stimuli)	Repetition of lecture content, practice-oriented exercises of L7	2,5
L8	Feedback-Week		2,5
L9	Cognitive processes (learning approaches)	Repetition of lecture content, practice-oriented exercises of L9	2,5
L10	Consumers as decision-makers (<i>Cognitive processes</i>) (learning, attitudes, decisions)	Repetition of lecture content, practice-oriented exercises of L10	2,5
L11	Environment (physical environment, store layout, social environment, social structures, cultural aspects)	Repetition of lecture content, practice-oriented exercises of L11	2,5
L12	Communication and Consumer Behavior (broadcast, social media, ads)	Repetition of lecture content, practice-oriented exercises of L12	2,5
L13	Consumers, Marketers and Technology	Repetition of lecture content, practice-oriented exercises of L13	2,5
L14	Consumer buying process (consumers' buying roles and stages of the buying process)	Repetition of lecture content, practice-oriented exercises of L14	2,5
L15	Repetition/Questions	Final exam preparation	2,5

Week schedule German

LW¹⁰	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction consumer research (interdisciplinary approach)	Repetition of lecture content, practice-oriented exercises of L1	2,5
L2	Activating processes (activation, involvement)	Repetition of lecture content, practice-oriented exercises of L2	2,5
L3	Activating processes (stimulation tools)	Repetition of lecture content, practice-oriented exercises of L3	2,5
L4	Activating processes (emotion)	Repetition of lecture content, practice-oriented exercises of L4	2,5
L5	Activating processes (motivation)	Repetition of lecture content, practice-oriented exercises of L5	2,5
L6	Activating processes (attitudes, values, personality)	Repetition of lecture content, practice-oriented exercises of L6	2,5
L7	Cognitive processes (memory system, perception, stimuli)	Repetition of lecture content, practice-oriented exercises of L7	2,5
L8	Feedback-Week		2,5
L9	Cognitive processes (learning approaches)	Repetition of lecture content, practice-oriented exercises of L9	2,5
L10	Cognitive processes (consumer decisions)	Repetition of lecture content, practice-oriented exercises of L10	2,5
L11	Environment (physical environment, store layout)	Repetition of lecture content, practice-oriented exercises of L11	2,5
L12	Environment (social environment, social structures, cultural aspects)	Repetition of lecture content, practice-oriented exercises of L12	2,5
L13	Environment (media environment/ communication)	Repetition of lecture content, practice-oriented exercises of L13	2,5
L14	Consumer buying process (consumers' buying roles and stages of the buying process)	Repetition of lecture content, practice-oriented exercises of L14	2,5
L15	Repetition/Questions	Final exam preparation	2,5

¹⁰ LW = lesson week.

Week schedule Dutch

LW ¹¹	Subject/Learning goal	Self-study for next class	Contact hours
L1	Intro	Repetition of lecture content, practice-oriented exercises of L1	2,5
L2	H 1 Inleiding Consumentengedrag en scenario's	Repetition of lecture content, practice-oriented exercises of L2	2,5
L3	H 2 De marketing context	Repetition of lecture content, practice-oriented exercises of L3	2,5
L4	H 4 De macro context	Repetition of lecture content, practice-oriented exercises of L4	2,5
L5	H 5 Cultuur en sociale context &	Repetition of lecture content, practice-oriented exercises of L5	2,5
L6	H 7 Motivatie / behoeften	Repetition of lecture content, practice-oriented exercises of L6	25
L7	H 8 Perceptie	Repetition of lecture content, practice-oriented exercises of L7	2,5
L8	Feedback week		2,5
L9	H 9 Attituden en emoties	Repetition of lecture content, practice-oriented exercises of L8	2,5
L10	H 11 Persoonlijkheid	Repetition of lecture content, practice-oriented exercises of L9	2,5
L11	H 12 Waarden, lifestyle en typologieën	Repetition of lecture content, practice-oriented exercises of L10, 11	2,5
L12	H 13 Product	Repetition of lecture content, practice-oriented exercises of L12	2,5
L13	H 14 Promotie	Repetition of lecture content, practice-oriented exercises of L13	2,5
L14	H 15 Prijs	Repetition of lecture content, practice-oriented exercises of L14	2,5
L15	H 17 analyse van consumentengedrag	Repetition of lecture content, practice-oriented exercises of L15	2,5

Exacte Opdrachten voor de Groepen nog nader te bepalen. De globale opdracht wordt uiterlijk donderdag (voorafgaand aan de presentatie) 10.00 per mail gestuurd (niet pdf). Groepen worden in Week 1 vastgelegd.

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

- Course material has been updated and adjusted in correspondence with student-feedback.
- New exercises have been added with more practical focus.

¹¹ LW = lesson week.

P14M: Marketing Topics: Creativity and presentation

	English	Dutch	German
ProgRESS-code	P14ME22	P14MN22	P14MD22
Lectures involved	BECJ01, BEED04, BLOL02, GRAR01, FREN02		
Study load / ECTS	140/5		

Brief description

Change is an integral part of business life. During the last decades the speed of changes increased rapidly. Companies must find new ways of working in the new environment. To guarantee swift changes and competitiveness creative problem-solving is the important key factor of success. Creative and presentation skills are two fundamental elements of this process.

The term problem solving describes the process of working through the details of a problem in order to reach a solution for each kind of problem. Besides logical or systematic thinking, problem solving and ideation may require creative skills. In that sense, creativity is the ability to find a solution or to develop a product, which is evaluated as functional, original, unique and adequate by a professional group and discerning persons. On the other hand, presentation skills are needed to convince the management or the customer of the new solution. Thus, to apply creative problem-solving, different competences need to be internalized by a marketer, for instance: Effective communication and interpretation of verbal and non-verbal signals and signs, critical thinking, curiosity, convincing presentation skills and creativity techniques.

Relationship to HBO-Bachelor level

The course contributes to the HBO-Bachelor level as a marketer needs applied knowledge of presentation and creative skills to transfer ideas and to visualize them. The work of a marketer is based on new and innovative ideas and the ability to explain these ideas to other people and convince others of these ideas. Both parts (presentation and creative skills) are covered in this course.

Didactic methods

The LA consists primarily of interactive lectures (theory), with topic-related assignments/group work, workshops and self-study time. Students are going to learn the basic framework of communication, presentation, creativity and problem solving. Especially, in the self-study time the student should apply the learned knowledge.

Overview of learning outcomes in this LA

PLO Set a Course: (level 1 indicators):

Based on basic marketing knowledge and a sufficient market awareness, the student can identify market developments (opportunities and threats) for a company.

PLO Realization (level 1 indicators):

- In collaboration with others, the student can carry out a practical research project, based on a given problem.
- The student is able to find relevant sources.
- The student can collect and process relevant data based on prescribed theories, models and methods.
- The student can present the most important research results.

The student can define what is meant by a research attitude and matching behaviour.

PLO create Value (level 1 indicators)

- The student can understand research and data from third parties and carry out a simple routine marketing research.

The student can carry out a limited external analysis based on a given problem.

PLO Business development (level 1 indicators)

The student has insights into how to communicate in writing in a business environment.

Course goal related to PLO Achieve (level 1 indicators)

- The student is able to manage a simple project and draw up a plan of action that enhances project management.

Course goal in relation to the learning outcomes

The main aims of P14 are to;

- The student knows how to conduct a persuasive presentation..
- The student knows the common rules and standards concerning presentations.
- The student can use media (e.g. PowerPoint, Whiteboard) to visualize his/her thoughts.
- The student can analyse a problem and search for solutions in a structured way using methods of problem solving.
- The student knows different creativity techniques and is able to apply them autonomously.
- The student explain and differentiate the terms “problem”, “assignment” and “goals” and use them correctly
- The student can explain the procedure of an ideation workshop
- The student apply this knowledge on a given task
- The student is able to explain the link between the problem-solving process on the one hand, and creative and presentation skills on the other hand.

Examination

Examination form (written, oral, report, other)	Skills test
Duration of examination	Oral exam (online): Presentation + questions: 30 minutes (10 minutes for the presentation and 20 minutes questions)
Examination period	The different skills (project management, creative problem solving and presentation skills) are tested in different ways: <ul style="list-style-type: none"> - Organizing a project and conducting the problem solving process are assessed in a portfolio: The deadline to finalise the portfolio is the Friday in week 13, 6.00 pm via www.trello.com - Creative problem solving is assessed in an idea sketch: The deadline to upload the idea sketch is the Friday in week 15, 6.00 pm via www.trello.com - Presentation skills are tested in an oral exam (video): The presentation takes place in the oral exam week as indicated in IM calendar
What will be examined?	<p><u>Organizing a project and conducting the problem solving process (portfolio)</u> Each group has to create a group portfolio. The online portfolio should contain the following parts</p> <ul style="list-style-type: none"> - cover page and table of contents - front matter: organisational structure (group members, contact details, pictures), group regulations etc. - notes and drafts of weekly assignments given during the semester - appendix: Agendas and minutes of group meetings, peer- and self-evaluation, time sheets <p><u>Creative problem solving (idea sketch)</u> The main body of the written sketch about the idea workshop consists of maximum 3.000 words (+/- 10 % / amount of words should be indicated on title page) resp. 6 pp. presenting the results of the ideation workshop worked out by the group. It should be written in Times New Roman 12, with 1.5 line spacing, in Harvard style. The main body should include:</p> <ul style="list-style-type: none"> - an executive summary (1 p.), - problem, a problem analysis and the resulting assignment (1 p.), - central issue, sub goals and required criteria of the solution and short description of methods used during the workshop (1-2 p.), - description of the developed solution and its benefits (1-2 pp.), - Realisation of the idea / plan of action (in form of a chart / 1 p.) <p><u>Presentation skills (oral exam)</u> Besides, each group has to present their results of the idea workshops (LW14 - LW15) (including question round). The oral exam consists of two parts: a video offering a presentation of the results of the ideation workshop worked out by the group and questions related to the results of the ideation workshop (in particular) or the creative problem solving process (in general). The presentation shall be structured either according to the persuasive speech model or the NABC approach.</p>

Specific examination criteria

A group can reach up to 30 points for each of the three parts of the test (90 points in total). It has to gain at least 45 points in total (50 %) to pass.

Scoring:

	Group score
Portfolio	30 pt.
Idea sketch	30 pt.
Presentation	30 pt.

Grading scheme: 0 P.= 1; 45 P.= 5,5; 90 P.= 10

Portfolio

A group can score up to 30 pt. for the portfolio. Within the portfolio the following criteria are tested:

- Professional layout
- Formal criteria
- Use of language
- Project organisation
- Documentation
- Scientific working skills / Quotation

The students can score up to 5 pt. for each of the criteria.

Idea sketch

A group can score up to 30 pt. for the sketch. Within the sketch the following skills are tested:

- Application of the common techniques to recognize, analyse and describe problems
- Comprehensible statement of the problem and precise description of the assignment
- Selection of appropriate creativity techniques
- Originality of the proposed solution
- Usefulness of the proposed solution
- Formal criteria and correct use of language

The students can score up to 5 pt. for each of the criteria. For the sketch, the same rules apply as for the report written in PIM 12.

Oral exam

A group can score up to 30 pt. within the oral exam. The oral exam consists of the video of the presentation itself and the question round. Thereby, the following skills are tested:

- Layout and formal criteria
- Persuasiveness of the presentation
- Structure and content
- Use of media
- Visualisation (e.g. pictures, graphs, examples)
- Answers given

The students can score up to 5 pt. for each of the criteria.

Final grade

At the end of the oral examination week, the teacher communicates the final grades to the members of the group. In order to pass this learning arrangement a group must attain a grade of 5.5 (45 pt.) or higher. When a group passed, its members can determine the final mark for every individual member.

	<ul style="list-style-type: none"> ➤ All group members must partake in the examination. In the online question and answer round every group member shall answer questions. ➤ If a group failed, all of its members will have failed. If a group passes, all of its members will have passed. <p>Each individual mark must not be higher or lower than 1 grade compared to the group's mark and the average of the individual marks must match the group's mark. The final grades are still given by the lecturers. In order to pass this learning arrangement a group member must attain a grade of 5.5.</p>
--	--

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

Re-examination

<p>If a group fails, the students will have to repair all three parts after having received feedback from the lecturer:</p> <ul style="list-style-type: none"> - The students will have 10 working days to repair the sketch and the portfolio, starting on the first working day after feedback is provided by the lecturer. - The retake of the presentation takes place during the retake weeks. <p>The maximum grade of a retake is 5,5.</p>
--

Literature

English Stream

Author	Title	Compulsory	Secondary
F Rustler	Thinking Tools for creativity and innovation. The little Handbook of innovation methods	X	
W Brand	Visual Thinking		x
D Silverstein, P Samuel, N DeCarlo	The Innovator's Toolkit: 50+ Techniques for Predictable and Sustainable Organic Growth		x

Dutch Stream

Author	Title	Compulsory	Secondary
F Rustler	Thinking Tools for creativity and innovation. The little Handbook of innovation methods	X	
W Brand	Visual Thinking		x
D Silverstein, P Samuel, N DeCarlo	The Innovator's Toolkit: 50+ Techniques for Predictable and Sustainable Organic Growth		x

German Stream

Author	Title	Compulsory	Secondary
JH Becker, H Ebert, S Pastoors	Praxishandbuch berufliche Schlüsselkompetenzen	X	
F Rustler	Thinking Tools for creativity and innovation. The little Handbook of innovation methods	X	
W Brand	Visual Thinking		x

Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials ¹²	37,5
Consultation hours ¹³	
Peer feedback	12,5
Project work	45,0
Workshop	45,0
Total 5 ECTS for this course	140

Programme

¹² Tutorials are lectures for a group of maximum 30 students.

¹³ Consultation hours are individual meeting hours with a tutor.

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW ¹⁴	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction into the topic: Presentation skills and creative problem solving	Repetition of lecture content, Finish exercises that have been executed in L1	2,5
L2	Types of communication	Repetition of lecture content, Finish exercises that have been executed in L1	2,5
L3	Presentation skills: Persuasive speech model & the NABC approach	Repetition of lecture content, Finish exercises that have been executed in L2	2,5
L4	Presentation and visualization: Introduction PowerPoint	Repetition of lecture content, Finish exercises that have been executed in L3	2,5
L5	Presentation and visualization: Haptical techniques	Repetition of lecture content, Finish exercises that have been executed in L4	2,5
L6	Presentation and visualization: Online techniques	Repetition of lecture content, Finish exercises that have been executed in L5	2,5
L7	Creative problem solving - Phase 1: Recognizing and understanding a problem	Repetition of lecture content and finishing exercises that have been executed in L6. Upload portfolio till Friday of LW 7 (deadline: 6.00 pm via trello.com)	2,5
L8	Creative problem solving - Phase 2: Problem analysis	Repetition of lecture content and finishing exercises that have been executed in L7	2,5
L9	Creative problem solving - Phase 3: Problem description	Repetition of lecture content and finishing exercises that have been executed in L8.	2,5
L10	Creative problem solving - Phase 4 + 5: Idea generation & choice of ideas	Repetition of lecture content and finishing exercises that have been executed in L9	2,5
L11	Creative problem solving - Phase 6 + 7: Presentation of the results, plan of action & evaluation measures	Repetition of lecture content and finishing exercises that have been executed in L10	2,5
L12	Idea workshop Part I	Finishing exercises that have been executed in L11 Finalize portfolio and upload till Friday of LW 12 (deadline: 6.00 pm via trello.com)	2,5
L13	Idea workshop Part I	Finishing exercises that have been executed in L12	2,5

¹⁴ LW = lesson week.

L14	Idea workshop Part I	Finishing exercises that have been executed in L13	2,5
L15	Idea workshop Part II	Finishing exercises that have been executed in L14. Finalize sketch and upload till Friday in Trello,	2,5

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

- The importance of sustainable development and prototyping for the job as a marketer is explained in more detail
- More detailed information on the required performance of the students is given
- There is a stronger focus on prototyping and green marketing.
- The Cradle to Cradle model is explained in several practical examples

P15M: Business & Economics I

	English	Dutch	German
ProgRESS-code	P15ME22	P15MN22	P15MD22
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

This course is divided into two parts: business and economics. The business part gives the student a first introduction to the subject of business administration. The topic deals with aspects of overseeing and supervising business operations. The main financial and cost accounting principles are introduced and the underlying concepts are being examined. The primary goal is to show how financial information is collected and utilized in form of financial statements and how this information can be used in the decision-making process of businesses. The economics part gives the student a first insight and broad overview of economic key facts and models, especially with regard to the market system and its institutional framework. It is essential for future managers to consider both market environment and competition besides their own company issues (see above) before making a decision.

Relationship to HBO-Bachelor level

The P15M-course contributes to the following (level 3) PLOs:

- 1) PLO Set a Course** (level 3 indicator - professionally competent)
- 2) PLO Value creation** (level 3 indicator - professionally competent)
- 3) PLO Business development** (level 3 indicator - professionally competent)
- 4) PLO Realization** (level 3 indicator - professionally competent)

Further information regarding these four learning outcomes can be found in the newest version of the OER/TER.

Didactic methods

A student obtains knowledge and skills through lectures, tutorials and self-study. During the lectures the student gets acquainted with the theoretical background of the topics mentioned above. Tutorials put focus on the practical experience. Tutorials are dedicated to exercises and a student can deepen his understanding of the discussed topic. Student can ask questions for better understanding during lectures and tutorials. For support of this course there is per chapter content a number of exercise questions and progress tests. The outcome of these exercises are discussed in class. For verification of the students' progress different summative testing methods are used. For successful completion of this course the student is expected to prepare for the classes.

Overview of learning outcomes in this LA

This course is connected with the following learning outcomes:

- 1) KB: Koers bepalen / Set a Course** (level 1 indicator - main phase capable)
- 2) WC: Waarde creëren / Value Creation** (level 1 indicator - main phase capable)
- 3) BD: Business Development** (level 1 indicator - main phase capable)
- 4) R: Realiseren / Realization** (level 1 indicator - main phase capable)

Further information regarding these four learning outcomes can be found in the newest version of the OER/TER.

Course goal in relation to the learning outcomes

1) Business: The student is able to describe, classify and apply relevant setup of cost calculations relevant for the basic financial statements as Statement of Financial Position and Profit and Loss Statement and explain, measure and deliver shareholder value. The student can understand and explain the roles and differences between cost accounting and finance; identify the main users of accounting and financial information and discuss their needs; what makes accounting and financial information useful. The student is able to describe, classify and apply relevant management accounting methods which are important in the decision making process such as relevant costing, cost-volume-profit analysis, full costing and activity-based costing.

2) Economics: The student knows about fundamental issues concerning economics and about economic activity. The student knows the functionality of markets and is able to understand basic theoretical models in order to use them to solve problems under well-specified assumptions as they are applied to specific fields within economics.

Examination

Examination form (written, oral, report, other)	Written exam (closed book)
Duration of examination	90 minutes
Examination period	During the examination weeks at the end of semester 1 (see FIBS calendar)
What will be examined	All topics of the whole semester (weeks L1-L15) according to the learning goals described above.
Specific examination criteria	The grade needs to be 5,5 or more to finalise the course successfully. The only equipment which is allowed during the examination is a Casio fx-82 calculator.

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

Re-examination

Re-examination is possible in the re-examination weeks as indicated in the MM annual calendar. The same rules as for the regular exam apply.

Literature

English Stream

Author	Title	Compulsory	Secondary
McLaney, E. and Atrill, P.	Accounting and Finance, An Introduction	X	
Mankiw and Taylor	Economics	X	
Krugmann and Wells	Economics		X

Dutch Stream

Author	Title	Compulsory	Secondary
Koetzier/Brouwers/Leppink	Basisboek Bedrijfseconomie	X	
Koetzier/Brouwers/Leppink	Basisboek Bedrijfseconomie Opgaven	X	
Koetzier/Brouwers/Leppink	Studentuitwerkingen Basisboek Bedrijfseconomie	X	
Hulleman/Marijs	Algemene economie en bedrijfsomgeving	X	

German Stream

Author	Title	Compulsory	Secondary
O. H. Bode, F. Brimmen u. a.	Volkswirtschaftslehre, 4. Auflage, (2020)		X
P. Krugman u. a.	Volkswirtschaftslehre (2017)		X
N. G. Mankiw u. a.	Grundzüge der Volkswirtschaftslehre (2018)		X

Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹⁵	45
Tutorials ¹⁶	integrated part of the lectures
Self-study ¹⁷	93,5
Examination	1,5
Total 5 ECTS for this course	140

¹⁵ Lectures have a maximum of 90 students

¹⁶ Tutorials are lectures for a group of maximum 30 students.

¹⁷ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc

Programme

This semester consists of 15 education weeks.

Week schedule English (BUS)

LW ¹⁸	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction of your lecturer, Details to P15M, FAQ Chapter 1 -Introduction to accounting -Acc. Vs. Finance -Users of acc. Information -Costs vs. Benefits - Acc. Information system -Management vs. financial accounting -Kinds of business ownership -Risk vs. return	Book 1 –34p, Book 309 –333p.	1,5
L2	Chapter 9 -Cost-volume-profit analysis -Cost behaviour -fixed, variable, semi (High-low method) - Break-even point -Contribution - Margin of safety -Target profit, operating gearing -Profit-volume charts -Weaknesses of BEP analysis	Book 333 –344p.	1,5
L3	-Marginal analysis 1. Pricing / assessing opportunities to enter contracts 2. The most efficient use of scarce resources 3. Make-or-buy decisions 4. Closing or continuation decisions	Unfinished exercises, open questions	1,5
L4	Exercises only	Book 289 –302p	1,5
L5	Chapter 8 - Relevant costs for decision making - Cost vs. benefit - What is "cost" - opportunity and outlay costs - sunk and committed costs Book: Self-assessment question 8.1	-	1,5
L6	Exercises only	Book 349 –369p	1,5
L7	Chapter 10 -Full costing -Why full costs, what is it -Single vs. multi-product business - Overheads, allocation	Book 369 -375, 378 –389p.	1,5
L8	-Overheads -cost centre basis -Full-costing -cost-plus pricing -Weaknesses of Full costing -Full vs. variable costing	Unfinished exercises, open questions	1,5
L9	Exercises only	-	1,5
L10	MOCK EXAM	Book 42 –48, 56 -68p	1,5
L11	Chapter 2 -Measuring and reporting financial position (SOFP) -The Statement of Financial Position –Assets + Claims -The role of accounting conventions -Money measurement - Valuing assets -Meeting user needs	Book –90 -99p. + 108p + additional resources provided	1,5
L12	Chapter 3 -Measuring and reporting financial performance (P&L) - Depreciation (3 methods) -Usefulness of the IS	Book 99 –104p.	1,5
L13	-Costing inventories	-	1,5

¹⁸ LW = lesson week.

L14	Depreciation, Costing inventories – review, open questions	Revise topics from the lectures; finalize exercises from the tutorial	1,5
L15	Review lesson –all topics	Review all topics	1,5

Week schedule English (ECON)

LW¹⁹	Subject/Learning goal	Self-study for next class	Contact hours
L1	What is economics	Chapter 1 and 2, exercises will be distributed	1,5
L2	The Market Forces of Supply and Demand	Chapter 3, exercises will be distributed	1,5
L3	The Market Forces of Supply and Demand	Chapter 3, exercises will be distributed	1,5
L4	The Market Forces of Supply and Demand	Chapter 3, exercises will be distributed	1,5
L5	Elasticity and Its Applications	Chapter 4, exercises will be distributed	1,5
L6	Elasticity and Its Applications	Chapter 4, exercises will be distributed	1,5
L7	Elasticity and Its Applications	Chapter 4, exercises will be distributed	1,5
L8	Supply, Demand and Government Policies	Chapter 8, exercises will be distributed	1,5
L9	Supply, Demand and Government Policies	Chapter 8, exercises will be distributed	1,5
L10	Public Goods, common resources, merit goods	Chapter 10, exercises will be distributed	1,5
L11	Public Goods, common resources, merit goods	Chapter 10, exercises will be distributed	1,5
L12	Externalities and Market Failure	Chapter 12, exercises will be distributed	1,5
L13	Externalities and Market Failure	Chapter 12, exercises will be distributed	1,5
L14	Interdependence and the gains from trade	Chapter 19, exercises will be distributed	1,5
L15	Interdependence and the gains from trade	Chapter 19, exercises will be distributed	1,5

¹⁹ LW = lesson week.

Week schedule Dutch (BUS)

LW²⁰	Subject/Learning goal	Self-study for next class	Contact hours
L1	Inleiding bedrijfseconomie: verschillende disciplines binnen economie –deelgebieden binnen bedrijfseconomie – economische kringloop – ondernemingsvormen	Slides docent en verstrekte opgaven docent	1,5
L2	Inleiding bedrijfseconomie: financiële verantwoording met behulp van financiële overzichten – economische begrippen – economische kengetallen	Slides docent en verstrekte opgaven docent	1,5
L3	Financiële verantwoording met behulp van financiële overzichten – economische begrippen – economische kengetallen	Slides docent en verstrekte opgaven docent	1,5
L4	Financiële verantwoording met behulp van financiële overzichten – balans – liquiditeitsbegroting – winst- en verliesrekening – economische kengetallen	Slides docent en verstrekte opgaven docent	1,5
L5	Inleiding kostenverbijzondering: diverse mogelijkheden	Slides docent en verstrekte opgaven docent	1,5
L6	Kosten: definitie – kosten versus uitgaven etc – kostencalculatie – kostenindeling naar variabiliteit	Slides docent en verstrekte opgaven docent	1,5
L7	Kosten: definitie – kosten versus uitgaven etc – kostencalculatie – kostenindeling naar variabiliteit	Slides docent en verstrekte opgaven docent	1,5
L8	Feedback week	-	1,5
L9	Kosten: kostenindeling naar toerekenbaarheid – kostenindeling naar soort van opgeofferde produktiemiddel	Slides docent en verstrekte opgaven docent	1,5
L10	Kostensoort: kosten van grond- en hulpstoffen (gemiddelde prijs, FIFO en LIFO)	Slides docent en verstrekte opgaven docent	1,5
L11	Kostensoort: kosten van grond- en hulpstoffen (gemiddelde prijs, FIFO en LIFO)	Slides docent en verstrekte opgaven docent	1,5
L12	Kostensoort: kosten van arbeid (loonkosten) en kosten van duurzame productiemiddelen	Slides docent en verstrekte opgaven docent	1,5
L13	Kostensoort: kosten van duurzame productiemiddelen	Slides docent en verstrekte opgaven docent	1,5
L14	Kostensoort: kosten van derden	Slides docent en verstrekte opgaven docent	1,5
L15	Kostensoort: rentekosten en belastingen	Slides docent en verstrekte opgaven docent	1,5

²⁰ LW = lesson week.

Week schedule Dutch (ECON)

LW²¹	Subject/Learning goal	Self-study for next class	Contact hours
L1	Inleiding algemene economie: plaats van algemene economie binnen economie - de onderneming en algemene economie	Hoofdstuk 1, slides docent en actuele artikelen Financieel Dagblad	1,5
L2	Inleiding algemene economie: de onderverdeling binnen algemene economie: macro – meso – micro-economie	Hoofdstuk 1, slides docent en actuele artikelen Financieel Dagblad	1,5
L3	De onderneming in de bedrijfstak: markten – markt – bedrijfstak en bedrijfskolom – economische orde	Hoofdstuk 2, slides docent en actuele artikelen Financieel Dagblad	1,5
L4	De onderneming in de bedrijfstak: markten – markt – bedrijfstak en bedrijfskolom – economische orde	Hoofdstuk 2, slides docent en actuele artikelen Financieel Dagblad	1,5
L5	De onderneming in de bedrijfstak: de vraag – behoeften en consumentenvoorkeuren - prijs	Hoofdstuk 3, slides docent en actuele artikelen Financieel Dagblad	1,5
L6	De onderneming in de bedrijfstak: de vraag – substituu-producten – inkomen en bevolkingssomvang	Hoofdstuk 3, slides docent en actuele artikelen Financieel Dagblad	1,5
L7	De onderneming in de bedrijfstak: het aanbod - kostensoorten	Hoofdstuk 4, slides docent en actuele artikelen Financieel Dagblad	1,5
L8	Feedback week		
L9	De onderneming in de bedrijfstak: het aanbod – kosten en concurrentie - prijsvorming	Hoofdstuk 4, slides docent en actuele artikelen Financieel Dagblad	1,5
L10	De onderneming in de bedrijfstak: concurrentie-intensiteit - concurrentiepositie	Hoofdstuk 5, slides docent en actuele artikelen Financieel Dagblad	1,5
L11	De onderneming in de bedrijfstak: Methode van Porter	Hoofdstuk 5, slides docent en actuele artikelen Financieel Dagblad	1,5
L12	De onderneming in de bedrijfstak: Structuur van de markt – structuur, gedrag en resultaat	Hoofdstuk 6, slides docent en actuele artikelen Financieel Dagblad	1,5
L13	De onderneming in de bedrijfstak: Structuur van de markt – structuur, gedrag en resultaat	Hoofdstuk 6, slides docent en actuele artikelen Financieel Dagblad	1,5
L14	De onderneming in de bedrijfstak: Meso-economie en onderneming - ondernemingsstrategie	Hoofdstuk 7, slides docent en actuele artikelen Financieel Dagblad	1,5
L15	De onderneming in de bedrijfstak: Meso-economie en onderneming – checklist voor bedrijfstakanalyse	Hoofdstuk 7, slides docent en actuele artikelen Financieel Dagblad	1,5

²¹ LW = lesson week.

Week schedule German (BUS)

LW²²	Subject/Learning goal	Self-study for next class	Contact hours
L1	Einführung in die BWL: Abgrenzung VWL/BWL & Wertschöpfungskette	Aufarbeitung Lehrinhalte L1	1,5
L2	Einführung in die BWL: Unternehmensrechtsformen & Kostenverläufe	Aufarbeitung Lehrinhalte L2	1,5
L3	Jahresabschluss: Abgrenzung internes / externes RW sowie Inventur, Inventar & Bilanz	Aufarbeitung Lehrinhalte L3	1,5
L4	Jahresabschluss: Inventur, Inventar & Bilanz	Aufarbeitung Lehrinhalte L4	1,5
L5	Jahresabschluss: Gewinn- und Verlustrechnung & relevante Kennzahlen	Aufarbeitung Lehrinhalte L5	1,5
L6	Jahresabschluss: relevante Kennzahlen	Aufarbeitung Lehrinhalte L6	1,5
L7	Einführung in die Kostenartenrechnung: Materialkosten	Aufarbeitung Lehrinhalte L7	1,5
L8	Feedback week	-	1,5
L9	Einführung in die Kostenartenrechnung: Materialkosten & Personalkosten	Aufarbeitung Lehrinhalte L9	1,5
L10	Einführung in die Kostenartenrechnung: Betriebsmittelkosten	Aufarbeitung Lehrinhalte L10	1,5
L11	Einführung in die Kostenartenrechnung: Betriebsmittelkosten & Kapitalkosten	Aufarbeitung Lehrinhalte L11	1,5
L12	Einführung in die Kostenartenrechnung: Kapitalkosten	Aufarbeitung Lehrinhalte L12	1,5
L13	Einführung in die Kostenartenrechnung: Wagniskosten	Aufarbeitung Lehrinhalte L13	1,5
L14	Begriffsabgrenzungen: Einzahlungen & Auszahlungen sowie Einnahmen & Ausgaben	Aufarbeitung Lehrinhalte L14	1,5
L15	Begriffsabgrenzungen: Aufwendungen & Erträge, Kosten & Leistungen sowie kalkulatorische Kosten	Aufarbeitung Lehrinhalte L15	1,5

²² LW = lesson week.

Week schedule German (ECON)

LW ²³	Subject/Learning goal	Self-study for next class	Contact hours
L1	Hinführung zum Thema; Wirtschaften (allgemein)	Stoff nachbearbeiten L1	1,5
L2	Wirtschaften (allgemein), Marktwirtschaft	Stoff nachbearbeiten L2	1,5
L3	Marktwirtschaft	Stoff nachbearbeiten L3	1,5
L4	Marktnachfrage	Stoff nachbearbeiten L4	1,5
L5	Marktnachfrage	Stoff nachbearbeiten L5	1,5
L6	Marktnachfrage	Stoff nachbearbeiten L6	1,5
L7	Marktangebot	Stoff nachbearbeiten L7	1,5
L8	Feedback Week	Stoff nachbearbeiten L8	1,5
L9	Marktangebot	Stoff nachbearbeiten L9	1,5
L10	Zusammenspiel von Angebot und Nachfrage	Stoff nachbearbeiten L10	1,5
L11	Zusammenspiel von Angebot und Nachfrage	Stoff nachbearbeiten L11	1,5
L12	Zusammenspiel von Angebot und Nachfrage	Stoff nachbearbeiten L12	1,5
L13	Ausgewählte Aspekte der Marktwirtschaft	Stoff nachbearbeiten L13	1,5
L14	Ausgewählte Aspekte der Marktwirtschaft	Stoff nachbearbeiten L14	1,5
L15	Übungsklausur	Stoff nachbearbeiten L15	1,5

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

Several measures to reduce the level of abstractness were implemented to make the topic more tangible for the student and therefore to support the learning process in general.

²³ LW = lesson week.

P17M: Personal and Professional Development (PPD) I

	English	Dutch	German
ProgRESS-code	P17ME	P17MN	P17MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	56h/2ECTS		

Brief description

In the MM study programme, you have not only to focus on acquiring marketing knowledge, but also on developing yourself and your professional skills.

Therefore after your study you will have achieved the Programme Learning Outcomes of MM study programme and at Fontys we believe that today you need more than just knowledge to become and stay successful. A range of career skills, are necessary in our fast-paced and changing world.

Frans Meijers and Marina Kuijpers have defined these career competencies based on research among employees. This research shows that these competences are important for self-management of one's career while working and learning.

The five career competences are:

1. Reflection on qualities
2. Reflection on motives
3. Work Exploration
4. Career management
5. Networking

The professional competences are accompanied by indicators that show what you can do when you have mastered that competence (see "Course objective in relation to learning outcomes"). By linking activities to this line of development, we give you the opportunity to work in a goal-oriented way, to test your competences in practice and to grow with them. Because when you graduate, you need to have marketing management knowledge, but know-how alone is not enough. Other graduates have also achieved these learning outcomes. That's why we place a strong focus on your personal and professional development (PPD) throughout your studies.

During your studies, there will be many activities that help you consciously or unconsciously work on these competences. These need to be recorded and linked to the indicators. Keep in mind that you have already made many decisions before you chose this study.

In this course, you will be challenged to discover and develop your talents and reflect on how you deal with the three pillars (study progress, career development and professional development) that are central to PPD, with personal development as the common denominator. At the beginning of the study programme, PPD focuses strongly on study progress, this decreases over the years. As the study progresses, the focus on career development and professional development steadily increases. Personal development is given attention throughout the whole study. Therefore, you have options and the freedom to help shape your own programme of study, allowing you to make choices and

Relationship to HBO-Bachelor level

The overall goal of PPD is to ensure you end up in the right place and that coaches provide adequate guidance, that you successfully complete your study (or deliberately conclude to want something different), develop your talents and that you are optimally prepared for the future. You will gain insights in what is needed as a professional and what is needed in your occupational field. Therefore, you will know what kind of competences, talent and skills you have and where you can use them.

Didactic methods

We believe that every student has different needs and wants to develop and that you are **responsible** for your own development process.

The learning arrangement consists primarily of interactive tutorials and 2 mandatory Personal and Professional Development meetings as well as the individual development of a portfolio with the help of an online tool.

Coaches takes an accompanying role here; asking the right questions means that you are pushed to use your reflective and critical faculties. They also support you in studying, reflecting on study as well as profession and career, making choices, taking responsibility and being able to work on development as a professional in the field of marketing.

By using an online tool you are able to work individual from home on your portfolio.

-You are the **owner** of your own development. The ability to be self-directed, the ability to manage one's own learning process and professional development, is an essential aspect of this.

- You are **challenged** to investigate and develop your talents by working individual with an online tool.

Overview of learning outcomes in this LA

KB: Koers bepalen / Determining ambitions

WC: Waarde creëren / Creating values

BD: Business Devenlopment

R: Realiseren / Achieve

I: Inzicht / Insight

Course goal in relation to the learning outcomes

1. Reflection on qualities; Self-directed learning and reflection.

- You know what qualities, challenges and weak points are. You know why it is important to be aware of your qualities and to be able to give examples. You know different ways to analyse where your qualities lie.
- With the help of Ofman's core quadrants, you have identified your qualities, pitfalls, allergies and challenges, including examples.
- You have analysed your strategy for preparing and taking tests and then selected a number of tips that are relevant to you. You put these into practice and substantiated the results with motivation.

2. Reflection on motives:

- You've looked back at the most important moments in your learning history, and you've described some valuable learning experiences. Based on this, you have identified some strengths and concerns of your learning approach that will help you get started in this study programme.
- You have critically reviewed your activities using the time management matrix and argued what you want to give more and less priority to.

3. (Work) Exploration:

- You have a general sense of how your study programme is structured. You have summarised that which is most important for you.

4. Career management:

- You can substantiate the importance of planning and organising your study (and work) and have indicated the extent to which planning is a development theme for you.
- You endorse the importance of setting goals in order to achieve the desired results, you can set different types of goals, and you demonstrate that you can formulate a (study) goal SMARTER.
- You have drawn up a semester schedule and a weekly schedule for your study programme, implemented them and adjusted where necessary. You have periodically reflected on the extent to which this way of working helps you and how you can further develop yourself in this area.
- I organise the guidance I need to steer my learning process. (2 Personal Professional Development Meetings)

5. Networking:

- You will have explained, in your own words, what networking is all about and why networking is an important skill for you as a professional, now and in the future.
- You know the most important principles of successful networking; you can indicate which you already put into practice and which you still have to work on.

These aims align with the learning outcomes of the course, as stated in the box above.

Examination

Examination form (written, oral, report, other)	Individual Portfolio (report)
Duration of examination	n/a
Examination period	The student must turn in the portfolio in L15 at 12 pm at noon on Friday.
What will be examined?	Your individual portfolio should prove that you have met all the requirements set to this final deliverable (see course goals above).
Specific examination criteria	Individual portfolio has to be developed with the help of the Edubook "Personal & Professional Development MM 2022/2023"

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

Re-examination

In case of an insufficient use of language or minor mistakes (which includes spelling, grammar and punctuation), the student needs to repair the portfolio within 10 working-days but latest before the meeting of the Examination Board.

In case of an insufficient proof of achievement of one or more course goals in relation to the course goals, the student needs to retake the examination within 10 working-days but latest before the meeting of the Examination Board. The re-examination includes the repair of the portfolio and a 20 minute presentation, which will be recorded by the student. Within the 20 minute presentation the student needs to proof by referring to the portfolio and by giving examples that he/she achieved the course goals in relation to the learning outcomes.

Literature

English Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development MM 2022/23 (fontys.myedumundo.com)	x	

Dutch Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development MM 2022/23 (fontys.myedumundo.com)	x	

German Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development MM 2022/23 (fontys.myedumundo.com)	x	

Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials ²⁴	13
Consultation hours ²⁵	5
Self-study	38
Total 2 ECTS for this course	56

²⁴ Tutorials are lectures for a group of maximum 30 students.

²⁵ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW²⁶	Subject/Learning goal	Self-study for next class (Edubook)	Contact hours
L1	Subject/Learning goal of Tutorials (lessons with the whole class): Welcome to the 1th Semester; Introduction of PPD Content of Coaching (in groups or individually): Walk-in (e.g. exemptions learning arrangements)		1
L2	Subject/Learning goal of Tutorials (lessons with the whole class): Explore Your Study Programme Content of Coaching (in groups or individually): Meeting Group 1 and 2	2. Explore Your Study Programme	1
L3	Subject/Learning goal of Tutorials (lessons with the whole class): Educational Biography Content of Coaching (in groups or individually): Meeting Group 3 and 4	1. Educational Biography	1
L4	Subject/Learning goal of Tutorials (lessons with the whole class): The Importance of Planning and Organising; Student tutor Content of Coaching: Personal Professional Development Meeting Semester Start	1. The Importance of Planning and Organising	1
L5	Subject/Learning goal of Tutorials (lessons with the whole class): SMARTER Goals Content of Coaching: Personal Professional Development Meeting Semester Start	2. Setting and Achieving Goals	1
L6	Subject/Learning goal of Tutorials (lessons with the whole class): Study Plan	7. Making a Study Plan	1

²⁶ LW = lesson week.

	Content of Coaching: Personal Professional Development Meeting Semester Start		
L7	Subject/Learning goal of Tutorials (lessons with the whole class): Study Plan feedback from Student tutor Content of Coaching: Personal Professional Development Meeting Semester Start	3. Prioritising Using the Time Management Matrix	1
L8	Subject/Learning goal of Tutorials (lessons with the whole class): Feedback week and Prioritising Content of Coaching: Individual Talks (walk in)	7. Making a Study Plan (follow up) + Minutes PPD meeting semester start	
L9	Subject/Learning goal of Tutorials (lessons with the whole class): Qualities Content of Coaching: Individual Talks (walk in)	1. Why it is Important to know your Qualities	1
L10	Subject/Learning goal of Tutorials (lessons with the whole class): Ofman`s Core Quadrant Content of Coaching: Individual Talks (walk in)	8. Intern: Ofman's Core Quadrants	1
L11	Subject/Learning goal of Tutorials (lessons with the whole class): Preparing and Taking Tests feedback from Student tutor and Startthermometer Content of Coaching: Individual Talks (walk in)	8. Preparing and Taking Tests and Startthermometer	1
L12	Subject/Learning goal of Tutorials (lessons with the whole class): Network Content of Coaching: Individual Talks (walk in)	1. What Is Networking, and Why Is it Important?	1
L13	Subject/Learning goal of Tutorials (lessons with the whole class): Networking	2. Ten Basic Lessons for Successful Networking	1

	Content of Coaching: Personal Professional Development Meeting Semester End		
L14	Content of Coaching: Personal Professional Development Meeting Semester End	8. Preparing and Taking Tests (follow up)	
L15	Content of Coaching: Personal Professional Development Meeting Semester End	7. Making a Study Plan (follow up) 2. Setting and Achieving Goals (follow up) + Minutes PPD meeting semester end	

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

- The learning objectives were revised and brought into line with the objectives formulated in the edubook.
- the tasks were updated and duplications were reduced
- The 2 PPD meetings per semester as a compulsory component are documented with minutes in the portfolio and are thus an examination subject.